

Principals' Transformational and Transactional Leadership Style and Job Satisfaction of College Teachers

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Abstract

Leadership style is the general way a leader behaves towards his subordinates for attaining objectives. There are two major dimensions of leadership i.e. transformational leadership and transactional leadership. The objective of the present study was to find out the relationship between leadership styles of principals and job satisfaction of college teachers. In this connection, survey research method was used. The population for this study comprised all teachers of public degree colleges of Punjab (One of the provinces of Pakistan). By using random sampling technique 10 % of the colleges were taken as sample. There were 43 colleges excluding the mixed colleges and from sample colleges five teachers from each college were selected as sample. For collecting data from teachers two questionnaires were used. One questionnaire was used by the researchers for teachers to rate leadership styles of their heads. This questionnaire was based upon seven indicators. The first four variables dealt with the transformational leadership style and last three variables dealt with the transactional leadership style. The second questionnaire (MSQ) was adopted to know job satisfaction of teachers. Pearson r and t-test were used to analyze the data. The findings of the study show that there is a significant relationship between leadership style and job satisfaction. Relationship among transformational leadership style, transactional leadership style and job satisfaction exist. However, there is a significant relationship between transformational leadership style and job satisfaction.

Keywords: Leadership Styles, Transformational leadership, Transactional leadership, Job Satisfaction.

Introduction

Leadership is considered as an important element of directing process. In order to get the things done by others, managers are required to guide and lead different activities. Leadership is the ability to influence others. The working behavior of the subordinates is influenced by the managers which help in accomplishing objectives of an organization. There is a dire need of leadership in every organization. The quality of leadership plays an important role in the success or failure of an organization. It depends upon situation; in one situation a leader may be effective whereas, in the other s/he may not be effective. A leader needs to change his leadership style considering the needs of the situation (Jain & Saakshi, 2005).

Northouse (2003) defines Leadership as a process in which a person has an influence on a group of people in order to accomplish a general objective. It is a two way process in which a leader influences and is also influenced by the members that is a transactional occurrence which occurs between a leader and his or her followers. It involves a group of individuals who work for a common purpose or task.

Leadership style is the general way a leader behaves towards his subordinates for attaining objectives. It is the degree to which a manager delegates his authority. A leader's concern for human relationships and being task oriented reflects his leadership style (Mescon, Albert & Khedouri, 1985). Leadership styles are valuable for success of any system. In this regard Burns' Transformational and Transactional leadership styles are the most prominent. Transformational leaders give importance to personal development and intrinsic motivation of the followers. They stress on alignment of needs and aspirations of the followers along with desired outcomes for the betterment of organization. Transformational leaders also try to foster the commitment of the followers towards the organization and give them inspiration to enhance their performance (Bass, 1985).

Transformational leadership and transactional leadership are considered as two major aspects of leadership. Transformational leadership creates positive and valuable change in the followers. Transformational leader pays attention to transform others by helping one another, to encourage, to look after one another, and to pay attention to the development of the organization as a whole. As (Lievens, Geit&Coetsier, 1997) articulate that in the era of competition transformational leadership is helpful for bringing positive innovations in the organization. A Transformational leader makes the progress of these changes smooth by focusing on the enlargement of vision and encourages the subordinates to pursue that vision. It comprises of four scales; inspiration, charisma, intellectual stimulation and individual consideration. The support of an organization is important for the satisfaction of an employee and leadership behavior and loyalty. Moreover, the way employees perceive the support of superior also plays a very important role in order to obtain the desired outcomes of work. Successful organizations normally have satisfied employees whereas; poor job satisfaction can make an organization crippled. Job satisfaction has a variety of facets.

It is influenced by many organizational factors such as salaries, workplace flexibility, job autonomy, job security and leadership. Within organizations leaders can adopt appropriate leadership styles leading to job satisfaction, productivity and commitment of an employee. Job satisfaction of an employee is concerned with the attitude of employee towards his/her job as well as to the organization.

For the success of an organization two factors are fundamental and they are effective leadership and job satisfaction of an employee. Employees who have high job satisfaction do more effort in order to perform their assigned tasks and to pursue the interests of an organization. An organization with employees who have high job satisfaction can retain and attract employees with the skills that it needs. The aim of this study is to find out the relationship between principals' Transformational and transactional leadership styles and job satisfaction of college teachers.

Review Literature

The main goal of transactional leadership is to make the employees work in order to get good compensation. Transactional leaders enhance the motivation of the workers by giving contingent rewards. If the work is not done properly, there can be negative consequences too. A transactional leader sets the goals and makes clear the relationship between performance and rewards to employees. Employees know what they are required to do in order to receive rewards. Feedback is given to subordinates in terms of their progress towards or if they are away from the rewards. If the performance of the subordinates is not according to the pre-determined standard then punishment is also given to the subordinates. The subordinates are given clear instructions in order to get the desired results. The employees have little chance to affect decision making of the leader.

When the leader assigns the task to subordinates, it is considered that they (employees) are responsible for their work. Management by exception is often used by the transactional leader. If the performance is good then praise and reward are given for it. Corrective action is also there if the performance is below the expectations. Some transactional leaders pay heed to those who are not meeting the standards of performance. In some tasks (Tippett, 2004), the transactional leader's function is just associated with 'management' and the transformational leader's function is associated with 'leadership'. Transformational leadership is known for the course of action which influences main changes in the assumptions, behaviours and attitudes of the member of the organization. It also builds commitment for the main changes in the strategies and objectives of the organization (Yukl and Fleet, 1992, 174).

Transformational leadership style is different from transactional leadership as it (transactional) is based on reward and punishment. Transactional leaders give punishment or reward according to the performance of employees. Transformational leadership brings fundamental changes in the attitudes and beliefs of organization. Transformational leaders stimulate the followers to use their capabilities and abilities (Cleveland, Stockdale and Murphy, 2000). Many researches consider transformational leadership style the most suitable and effective for an organization.

Transformational Leadership

In transformational leadership style the employees follow a leader who is there to inspire them. Their leader should have a vision and passion. The transformational leaders communicate with their teams. They act and communicate with energy and enthusiasm. There is close relationship between the leaders and the employees. The transformational leaders depend upon the knowledge and talent of the employees in order to attain the objectives of the organization.

The success of the organization of the transformational leader relies upon his/her vision. The promotion of his/her vision among the employees is also necessary. The transformational leader should have integrity and if he/she has flaws, their impression on his/her subordinates will be bad. He/she should have integrity and vision so that the employees trust him/her.

Leadership Style and Job Satisfaction

The behaviour of the supervisor can influence the job satisfaction of employees positively as well as negatively. Communication behaviour includes eye-contact; facial expression and body movement and they are extremely important regarding the superior-subordinate relationship. The role of non-verbal messages is also very important in interpersonal interaction with reference to deception, social influence, impression formation and emotional well-being (Burgoon et al, 1996).

Non-verbal communication of the supervisor is helpful for increasing social involvement with the subordinates and it positively affects the job satisfaction of individuals in the work place. Non-verbal communication of the supervisor with the subordinates can be more important than verbal communication. Individuals who have disliking and negative thinking about their supervisor are less motivated to work and are dissatisfied with their jobs. If the administrator is friendly and open in exchanging information, the job satisfaction of the employees increases and he gets positive feedback from the subordinates. A supervisor who is unfriendly and antisocial receives negative feedback from the employees and their level of job satisfaction is also low.

Emotion management is the different kinds of efforts used for managing state of sentiments. Emotion management refers to conscious and unconscious efforts for increasing, decreasing and maintaining one or more than one aspects of emotion. Previous studies regarding sentimental work or emotion management focused on its harmful effects on the workers, but the studies of workers in different occupations make it clear that results of emotion management are not completely negative (Pugliesi, 1999). Unpleasant emotions decrease job satisfaction whereas; pleasant emotions increase job satisfaction (Cote and Morgan, 2002).

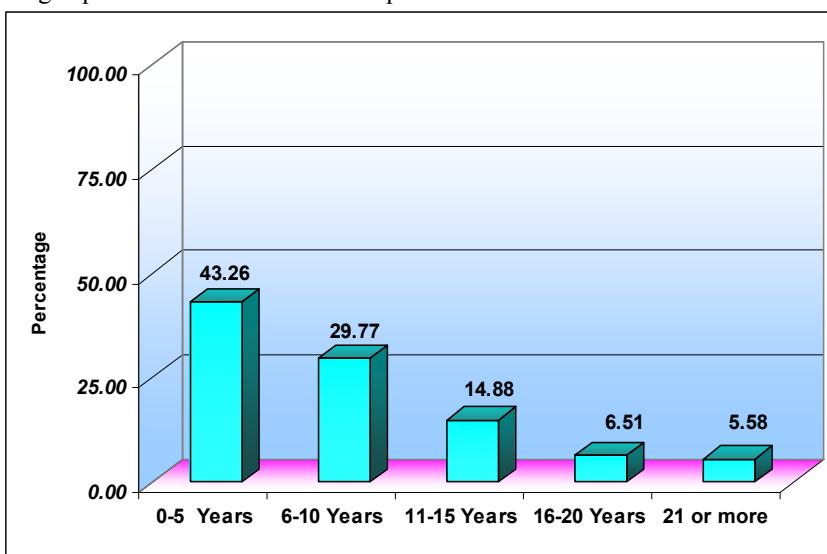
Methodology

The nature of the present research was correlational. In this connection, survey research method was used for investigating the Principals' Transformational and Transactional leadership styles and job satisfaction of the college teachers. According to Gay (1995) Correlational research tries to decide about the degree of relationship between two or more measurable variables. Population for this study comprised of all public degree colleges of Punjab. By using random sampling technique 10 % of the colleges were taken as a sample. There were 43 colleges excluding the mixed colleges, five teachers from each college were selected. For collecting data two questionnaires were used. One questionnaire was used for teachers in order to rate their heads leadership. This questionnaire also measured the degree of transformational and transactional leadership style. The questionnaire was based upon seven indicators. The second questionnaire was related to job satisfaction of the teachers. It was the Minnesota Satisfaction Questionnaire (MSQ) which was developed by Weiss, Dawis, and Lofquist (1967). It was developed for measuring the satisfaction of individuals having twenty aspects of working environment. For validity and reliability both questionnaires were pilot tested on sample of 20 respondents. Moreover, for the purpose of checking internal consistency of the items of questionnaires Cronbach Alpha was used. The reliability of leadership questionnaire was 0.952 and the reliability of job satisfaction questionnaire was 0.975. The data were collected by visiting male and female colleges of the province Punjab. The researchers had meetings with the male and female teachers of the colleges for collecting primary data. The data were analysed by calculating the percentage, Mean and Pearson r Correlation.

Data Analysis

Distribution of respondents according to teaching experience		
Teaching Experience	Frequency	Percentage
0-5 Years	93	43.26
6-10 Years	64	29.77
11-15 Years	32	14.88
16-20 Years	14	6.51
21 or more	12	5.58
Total	215	100

The above table indicates the number of teachers and their teaching experience. The number of teachers having 0-5 years of teaching experience was 93, teachers of 6-10 years experience were 64, teachers of 11-15 years experience were 32, teachers of 16-20 years experience were 14 and the number of teachers having 21 or more years of teaching experience was 12. The teachers having 0-5 years experience were more and teachers who have than 21 years teaching experience were less in the sample.



Correlation between Leadership Style and Job satisfaction

Variable	N	Pearson 'r'	Sig (2-tailed)
Leadership Style	215		
Job satisfaction	215	0.348	0.000

Correlation is significant at 0.01 level (2-tailed)

The table indicates the magnitude of correlation coefficient (Pearson 'r' = 0.348) between Leadership Style of Principal and Job satisfaction of college teachers. The mean score was significant at 0.01 level. It shows that there is significant and positive correlation between Leadership Style of Principal and Job satisfaction of college teachers. Therefore, the null hypothesis that there is no significant relationship between Leadership Style of Principal and Job satisfaction of college teachers is rejected.

Correlation between Transformational Leadership and Job satisfaction

Variable	N	Pearson 'r'	Sig (2-tailed)
Transformational Leadership	215		
Job satisfaction	215	0.347	0.000

Correlation is significant at the 0.01 level (2-tailed)

The table indicates the magnitude of correlation coefficient (Pearson 'r' = 0.347) between Transformational Leadership of Principal and Job satisfaction of college teachers. The mean score was significant at 0.01 level. It means that there is significant and positive correlation between Transformational Leadership of Principal and Job satisfaction of college teachers. Therefore, the null hypothesis that there is no significant relationship between Transformational Leadership of Principal and Job satisfaction of college teachers is rejected.

Correlation between Transactional Leadership and Job satisfaction

Variable	N	Pearson 'r'	Sig (2-tailed)
Transactional Leadership	215		
Job satisfaction	215	0.259	0.000

Correlation is significant at the 0.05 level (2-tailed)

The table indicates the magnitude of correlation coefficient (Pearson 'r' = 0.259) between Transactional Leadership of Principal and Job satisfaction of college teachers. The mean score was significant at 0.01 level. It means that there is significant and positive correlation between Transactional Leadership of Principal and Job satisfaction of college teachers. Therefore, the null hypothesis that there is no significant relationship between Transactional Leadership of Principal and Job satisfaction of college teachers is rejected.

Conclusions and Recommendations

The findings of the study reveal that all subscales of transformational leadership style have significant correlation with one another. It is concluded that the subscales of transformational leadership style are significantly correlated with subscales of job satisfaction than subscales of transactional leadership with subscales of job satisfaction. There exists significant correlation between Leadership Style of Principal and Job satisfaction of college teachers. There is significant relationship between transformational leadership and job satisfaction than transactional leadership and job satisfaction. The principals need to know the importance of leadership styles because they affect job satisfaction of teachers. In addition, they should adopt supportive behaviour. In the light of the results of this study and the previous studies leadership style has positive and strong correlation with job satisfaction, therefore, it is recommended that leadership style may be considered in the process of selection and recruitment of principals. The results of present study show that transformational leadership style has positive and strong correlation with job satisfaction, therefore it is recommended that model of transformational leadership style should be considered by principals in educational sector owing to the following reasons.

- (i) Transformational leadership tends to initiate change rather than reacting to events.
- (ii) Objectives are obtained by the subordinates with the help of higher ideals and moral values. (iii) Transformational leadership gives motivation to subordinates and they are encouraged to consider the interest of the organization first. (iv) Each individual is considered and supported, and intellectual stimulation, creative, and innovative ideas are promoted in order to solve problems.

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